

Queens Road Neighbourhood Centre

Inspection report for early years provision

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Inspector Andrea McGanity

Setting address 40-42 Hertford Road, Bootle, Merseyside, L20 7DH

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Queens Road Neighbourhood Centre pre-school playgroup and out of school club was registered in 2000. It operates from a community centre in the Bootle area of Liverpool. The pre-school playgroup and out of school serves the local area. All children share access to a fully enclosed area available for outdoor play.

The pre-school playgroup and out of school club opens Monday to Friday during school term times. Pre-school playgroup sessions are from 9am until 12noon, out of school sessions are 3pm until 6pm. Children are able to attend for a variety of sessions. The pre-school playgroup and out of school club are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 14 children may attend the pre-school playgroup at any one time all of whom may be on the Early Years Register. There are currently 14 children attending who are within the Early Years Foundation Stage. A maximum of 40 children under eight years may attend the out of school at any one time and also offers care to children aged eight years and over. There are currently 15 children attending of these two are under five years. They also support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school playgroup and out of school club employs seven members of staff. They all hold appropriate early years and playwork qualifications. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school playgroup effectively promotes children's welfare and learning, within a safe and inclusive environment. The setting's generally comprehensive systems ensure children are fully safeguarded, they are well cared for and their health and safety promoted. Systems for observing, assessing and identifying the children's next steps in their learning are good in most cases. Staff work closely with parents, carers and external agencies to promote children's achievements and wellbeing, ensuring each child's individual needs are met. Staff are confident about what they need to do to improve further and have been successful in making improvements to date.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that children's registration documentation has information about who has legal contact with the child and who has parental responsibility for the child

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(Safeguarding and promoting children's welfare)

To further improve the early years provision the registered person should:

- support children further by providing opportunities for them to become more independent especially during snack and mealtimes.
- improve the use of all children's developmental records to ensure they are maintained at all times across the six areas of learning to support their individual learning objectives are included in future planning

The effectiveness of leadership and management of the early years provision

There are effective procedures in place for identifying any child at risk of harm and liaising with the appropriate people. Comprehensive policies and procedures protect and support children well. Overall, the required records are clear and well maintained. However, there are some omissions. The setting does not hold information about who holds parental responsibility for each child. This is a breach of legal requirements. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. For example, a checklist for staff to follow at the start of each day covers all areas of the setting, both indoors and outside. This means that children are able to move safely and freely around the building.

Staff work extremely well as a team and set-up an exciting and stimulating environment prior to children's arrival, which enables children to make independent choices and play freely at all times. The setting has a good range of resources, which support children's play across all six areas of learning and are well used by everyone. There is easy access to the toys and resources which are arranged at a low level to encourage independent play and children to make choices. They positively reflect the wider world to help children learn about disability, ethnicity, and other cultures. The setting promotes an inclusive service they welcome all children equally, enabling them to make progress in their learning and development.

Partnerships with others are well established and make a good contribution to children's achievement and well-being. Where children attend other Early Years Foundation Stage settings, there is regular communication. As a result, the staff are able to support and promote children's continuity of learning and care. The staff form close working relationships with parents, for example, staff communicate with parents through daily verbal feedback at the start and end of each session. Parents are encouraged to spend time looking at their children's individual files which provide many photographs of them involved in their learning. A key worker system is also in place, which enables parents to have a familiar point of contact.

Staff are enthusiastic and form a strong team. They are keen to develop the setting further and are ambitious about encouraging more children to attend both

the pre-school playgroup and out of school. All recommendations made at the last inspection have been implemented and contribute towards steadily improving the outcomes for children. This demonstrates good foundations for driving on-going improvement. All staff now hold an appropriate qualifications and are keen to attend more training to help them in their professional development.

The quality and standards of the early years provision and outcomes for children

Children settle quickly and confidently make choices about what they want to play with. They play equally well on their own or with other children. The staff involvement helps children expand on their own ideas and develop fun experiences. For example, when playing with the chalks the staff encourage the children to experiment further by mixing the colours together on their boards. Children feel safe and their confidence to learn and communicate is successfully promoted. They take part in fire evacuation drills. They build strong relationships with staff and other children. Continual support is provided to encourage successful interaction and good social learning. For example, staff clearly explain to children about sharing and taking turns. There are good opportunities for creative development for example through role play, singing their favourite song of 'wheels on the bus' and playing with musical instruments. Children are encouraged to use mathematical language, when playing a magnetic shape game the staff encourage the children to name the shapes.

Older children in out of school club have many opportunities to engage in play with table tennis, snooker, play in the computer or take part in art crafts.

A key worker system ensures that each child's starting point is known and staff can use their knowledge of how children develop to promote a good level of learning and development for each child. Most staff undertakes both planned and spontaneous observations of the children's learning across the six areas. This information is then used to assess their stage of development and plan for their next steps in their individual files. Therefore, overall children are making good progress. However, on some occasions not all of the children files are maintain effectively, consequently, this may restrict the children's development. Planning includes a good balance of child centred and adult focused activities which effectively support children's learning, both indoors and outdoors Children have good opportunities to develop their writing and drawing skills as there is a well-resourced mark making area. Children have access to Information Communication Technology equipment, keyboards and fax machines supporting children's understanding of technology.

Children have a good understanding of the importance of following good personal hygienic routines. For example, children understand the importance to wash their hands before snacks and after using the toilet. Children are provided with healthy and nutritious snacks such as fruit and for lunch children bring in their own packed lunch. However, there are missed opportunities to fully enhance the children's independence skills, as staff pour drinks and serve the children their fruit. Older children enjoy hot snacks of corn beef hash, tuna pasta or spaghetti bolognaise

after school. They enjoy regular opportunities to play outside with a good variety of different equipment to support their physical skills. For example they can run, skip, ride, slide and balance. For the older children there are age appropriate bikes for them to enjoy.

Children behave really well. They willingly share toys and resources with others or take turns, showing good cooperation skills. All children show an extremely strong sense of belonging. They are confident and settle well, displaying good levels of confidence and self-esteem. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. For example, they play with the house and small world figures that show positive images and images of diversity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met